

Gordon Elementary

926 Perry Avenue
Dillon, South Carolina 29536

Grades 4-6 Elementary School

Enrollment 825 Students

Principal J. B. Greene-Richardson 843-774-1227

Superintendent D. Ray Rogers 843-774-1200

Board Chair Fitzgerald Lytch 843-774-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	50	71	8

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Below Average	Unsatisfactory	No

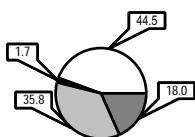
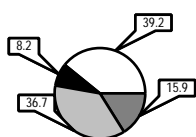
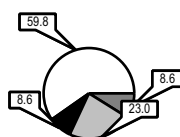
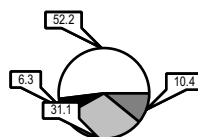
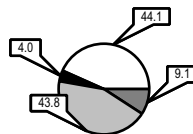
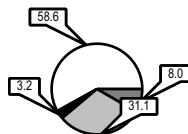
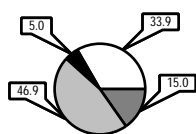
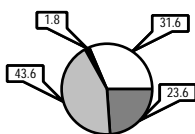
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	802	99.3	43.6	36.4	18.1	2.0	27.3	No	Yes
Gender									
Male	428	99.5	52.7	33.3	12.5	1.5	17.9		
Female	374	98.9	33.1	39.8	24.6	2.5	38.1		
Racial/Ethnic Group									
White	195	100.0	27.0	35.1	34.6	3.2	49.2	Yes	Yes
African American	562	98.9	49.3	36.2	13.2	1.3	20.3	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	25.0	41.7	25.0	8.3	41.7	I/S	I/S
American Indian/Alaskan	29	100.0	54.2	41.7	0.0	4.2	12.5	I/S	I/S
Disability Status									
Not Disabled	728	99.5	40.8	37.8	19.5	1.9	29.6		
Disabled	74	97.3	71.0	21.7	4.3	2.9	4.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	802	99.3	43.6	36.4	18.1	2.0	27.3		
English Proficiency									
Limited English Proficient	14	100.0	23.1	46.2	23.1	7.7	38.5	I/S	I/S
Non-Limited English Proficient	788	99.2	43.9	36.2	18.0	1.9	27.1		
Socio-Economic Status									
Subsidized meals	698	99.1	46.7	37.2	14.7	1.5	23.4	No	Yes
Full-pay meals	104	100.0	23.0	31.0	41.0	5.0	53.0		

Mathematics – State Performance Objective = 36.7%									
All Students	802	99.6	38.6	36.9	16.2	8.4	35.4	No	Yes
Gender									
Male	428	100.0	43.2	36.8	12.7	7.3	30.7		
Female	374	99.2	33.2	36.9	20.3	9.6	40.8		
Racial/Ethnic Group									
White	195	100.0	21.1	37.3	23.2	18.4	54.1	Yes	Yes
African American	562	99.5	44.5	36.8	13.9	4.8	28.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	25.0	33.3	25.0	16.7	58.3	I/S	I/S
American Indian/Alaskan	29	100.0	45.8	37.5	8.3	8.3	29.2	I/S	I/S
Disability Status									
Not Disabled	728	99.6	35.7	37.9	17.6	8.8	37.8		
Disabled	74	100.0	66.2	26.8	2.8	4.2	12.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	802	99.6	38.6	36.9	16.2	8.4	35.4		
English Proficiency									
Limited English Proficient	14	100.0	23.1	30.8	30.8	15.4	61.5	I/S	I/S
Non-Limited English Proficient	788	99.6	38.8	37.0	16.0	8.2	35.0		
Socio-Economic Status									
Subsidized meals	698	99.6	42.1	37.0	14.6	6.3	32.6	No	Yes
Full-pay meals	104	100.0	15.0	36.0	27.0	22.0	54.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	802	99.6	59.2	23.3	8.6	8.9	17.5
Gender							
Male	428	100.0	64.4	20.5	6.6	8.5	15.1
Female	374	99.2	53.2	26.5	11.0	9.3	20.3
Racial/Ethnic Group							
White	195	100.0	40.5	27.6	11.9	20.0	31.9
African American	562	99.5	65.4	21.6	7.8	5.2	12.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	41.7	41.7	0.0	16.7	16.7
American Indian/Alaskan	29	100.0	70.8	20.8	4.2	4.2	8.3
Disability Status							
Not Disabled	728	99.6	56.5	24.8	9.4	9.4	18.7
Disabled	74	100.0	85.9	8.5	1.4	4.2	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	802	99.6	59.2	23.3	8.6	8.9	17.5
English Proficiency							
Limited English Proficient	14	100.0	38.5	38.5	7.7	15.4	23.1
Non-Limited English Proficient	788	99.6	59.6	23.0	8.6	8.8	17.4
Socio-Economic Status							
Subsidized meals	698	99.6	62.9	23.0	7.4	6.8	14.1
Full-pay meals	104	100.0	35.0	25.0	17.0	23.0	40.0

Social Studies							
All Students	802	99.5	51.6	31.5	10.5	6.4	16.9
Gender							
Male	428	99.8	56.5	28.9	9.3	5.4	14.7
Female	374	99.2	45.9	34.6	11.8	7.6	19.4
Racial/Ethnic Group							
White	195	100.0	37.3	35.7	16.2	10.8	27.0
African American	562	99.3	56.5	30.2	8.0	5.4	13.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	33.3	41.7	25.0	0.0	25.0
American Indian/Alaskan	29	100.0	62.5	29.2	8.3	0.0	8.3
Disability Status							
Not Disabled	728	99.6	49.3	32.9	11.1	6.8	17.9
Disabled	74	98.7	74.3	18.6	4.3	2.9	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	802	99.5	51.6	31.5	10.5	6.4	16.9
English Proficiency							
Limited English Proficient	14	100.0	30.8	38.5	30.8	0.0	30.8
Non-Limited English Proficient	788	99.5	51.9	31.4	10.1	6.5	16.6
Socio-Economic Status							
Subsidized meals	698	99.4	54.7	31.3	8.7	5.3	14.0
Full-pay meals	104	100.0	31.0	33.0	22.0	14.0	36.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	99.3	37.0	40.2	22.1	0.7	22.8
	5	262	99.2	36.6	42.9	18.9	1.6	20.5
	6	288	99.7	50.2	36.4	11.0	2.5	13.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	35.2	39.3	23.3	2.2	25.6
	5	262	98.9	42.4	37.6	18.4	1.6	20.0
	6	258	99.2	54.7	31.7	12.3	1.2	13.6
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	291	100.0	37.6	35.8	17.4	9.2	26.6
	5	262	99.6	37.6	41.6	12.9	7.8	20.8
	6	288	99.7	32.5	43.1	18.4	6.0	24.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	39.6	34.4	18.5	7.4	25.9
	5	262	99.6	37.7	34.8	15.0	12.6	27.5
	6	258	99.6	38.5	42.2	14.3	4.9	19.3
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	52.6	22.6	13.0	11.9	24.8
	5	262	99.6	61.5	23.9	6.5	8.1	14.6
	6	258	99.6	64.8	23.4	6.1	5.7	11.9
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	282	99.7	28.9	42.2	17.4	11.5	28.9
	5	262	99.6	56.3	31.2	9.3	3.2	12.6
	6	258	99.2	72.4	19.8	4.1	3.7	7.8
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 825)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	3.8%	Down from 4.9%	4.0%	3.0%
Attendance rate	95.2%	Down from 95.3%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 3.9%	5.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Down from 4.0%	4.2%	3.2%
Eligible for gifted and talented	7.2%	Down from 7.3%	5.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Up from 8.9%	7.8%	8.2%
Older than usual for grade	5.0%	Up from 4.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	34.8%	Up from 31.1%	50.6%	52.6%
Continuing contract teachers	89.1%	Up from 80.0%	78.9%	83.3%
Highly qualified teachers	93.0%	Down from 100.0%	92.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 7.1%	1.1%	0.0%
Teachers returning from previous year	91.9%	Down from 93.0%	83.7%	87.0%
Teacher attendance rate	92.7%	Down from 93.8%	94.9%	95.0%
Average teacher salary	\$39,519	Up 1.4%	\$40,598	\$41,703
Prof. development days/teacher	11.4 days	Up from 11.0 days	12.8 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 16.6 to 1	17.1 to 1	18.8 to 1
Prime instructional time	86.6%	Down from 88.3%	89.1%	89.8%
Dollars spent per pupil*	\$4,636	Up 11.9%	\$7,105	\$6,242
Percent of expenditures for teacher salaries*	68.7%	Down from 74.2%	64.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	86.4%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	96.6%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Gordon Elementary School experienced an exciting and successful 2004-05 school year. We have been able to celebrate the accomplishments of our students and staff.

During the month of February, Gordon Elementary participated in the five-year review with the Southern Association of Colleges and Schools (SACS). This process went very well and we continue to remain an accredited school.

The district was awarded a federal grant under the Improving Literacy through School Libraries statute. The purpose of the grant is to improve literacy skills and academic achievement of students by providing students with increased access to up-to-date school library materials. This grant will also enable us to purchase books in the areas of science and social studies.

Some of the highlights of the year included:

A fifth-grade student won the Lieutenant Governor's Writing Essay Award. A special recognition ceremony was held at Francis Marion University.

A sixth-grade student won the Arbor Day Poster Contest.

A sixth-grade student won the math competition at the State Junior Beta Club Convention.

Our Gifted and Talented class came in first place in their division in the State's Mock Stock Market Competition. A special luncheon was given at the Riverbanks Zoo in Columbia, S.C.

Gordon Elementary was the district winner in the "March of Dimes" fundraiser.

A fifth-grade teacher was named Teacher of the Year and a sixth-grade teacher was the recipient of the School-to-Work Award.

Teachers continue to improve their skills through professional development classes in Benchmark Tests and Curriculum Mapping.

Our PTO and School Improvement Council continue to be very supportive of the school.

J.B. Greene-Richardson, Principal

Teresa L. Bowman, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	220	123
Percent satisfied with learning environment	67.6%	74.5%	73.9%
Percent satisfied with social and physical environment	44.1%	66.4%	57.5%
Percent satisfied with school-home relations	17.6%	75.0%	55.1%

*Only students at the highest elementary school grade level at this school and their parents were included.